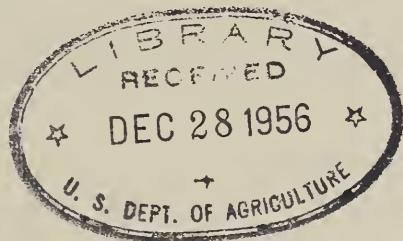


Historic, Archive Document

Do not assume content reflects current scientific knowledge, policies, or practices.

A DISCUSSION OF PROGRAM PLANNING PROCEDURES
IN SALEM COUNTY, NEW JERSEY



By
Sara Woodruff
Home Agent, Salem Co., N.J.
April 20, 1955

Duplicated with permission of Miss Woodruff for use in summer schools.

ER&T-106(6-55)

SALEM COUNTY, NEW JERSEY, PROGRAM PLANNING

Sara Woodruff, Home Agent, Salem County, N. J.

Salem County is located in the Southwest portion of New Jersey bordering the Delaware River. Of the 49,500 people in the county approximately 48.7% are urban, 37.8% rural nonfarm and 13.5% rural farm. New Jersey is a highly industrialized State and Salem County is considered a rural county, as it ranks third highest in the number of rural farms. Most of the rural farms range between 100 to 200 acres, while the rural nonfarms average from one to ten acres. The main sources of farm income are dairy and truck farming where the produce is purchased by manufacturers, such as Seabrook Farms or other nearby canneries.

The entire State is expanding industrially and it is particularly fostering the Delaware Valley Expansion Program which includes Salem County; therefore we may expect to become more urbanized in the future.

There are not any large cities in the county, as Wilmington, Delaware, and Philadelphia, Pennsylvania, are so close. The beginning of the New Jersey Turnpike runs through Salem County, providing easy facilities to travel the length of the State into New York City in about three hours.

Salem County is divided into 15 townships, with Salem the County Seat located in the southwestern portion. This sometimes makes it more difficult to stress our extension program in the northeastern section as this area centers its activities in another county.

Until 1952 Salem County had had a County Agricultural Agent, Assistant County Agricultural Agent, and a woman 4-H Club Agent. The Assistant County Agricultural Agent was responsible for helping with the boys 4-H Club program. Due to certain problems connected with the work, the 4-H Club Agent who worked with the girls was replaced. Controversy developed among 4-H Club leaders and people in the county. The former agent remained in the county, creating a difficult situation for the new agent.

A man 4-H Club Agent started work in June 1952. He was responsible for the organizational work and boys' 4-H Club program. I was appointed as the first Home Agent in Salem County effective in March 1952. My responsibility was to develop an adult home economics program and to train leaders and assist with the 40 home economics 4-H Clubs in the county. In the beginning much time was spent working with the 4-H Club program to help correct many misunderstandings that had developed.

As the home economics adult program expanded, need for an additional home economics staff member was apparent. The County Home Economics Advisory Council played an important role in convincing the Board of Freeholders of this need and the appropriation for a woman 4-H Club agent was included in the 1955 budget. Therefore, I will devote full time to the home economics adult program. Only the adult phase of program planning is included in this report.

In describing the program planning process it seems best to start with the agents' planning meeting, because each program planning meeting is dependent on each other. The home agents spend two days at the University in the fall working on program plans for the various subjects offered. Each agent is asked to check her three choices of subject-matter and this is tallied then she is placed on two subject-matter committees. The committee selects a chairman and secretary and the appropriate specialist serves as a resource person. The committee reviews the available programs in the field. After an evaluation of the present program the agents are asked to report on the possibilities of future programs based on expressed needs and interests of the county people from the surveys. This data is usually secured from the county planning meetings. A discussion follows resulting in plans for next year's program, with suggestions for bulletins, illustrative material, etc. The last afternoon all of the home economics staff meets to hear the secretary's reports followed by a general discussion. Each agent has an opportunity to comment on the committee reports, often giving suggestions for omitting or adding material. These committees function throughout the year at the call of the chairman or upon the specialist's suggestion.

Based upon these committee meetings a program of work is prepared and published by the specialists. Each subject offered for the homemakers is explained in detail and serves as a guide in program planning in the county.

The New Jersey specialists also prepare an outlook and trends pamphlet in each field. The home agents attend a district meeting where the specialist reviews her subject. This is followed by a Philip 66 discussion for suggestions or additions. Each agent is given a supply of subject-matter pamphlets for the County Advisory Council members.

The Salem County Advisory Council is made up of 27 members representing all of the 15 townships and outstanding women's organizations in the county. These organizations include P. T. A.'s, Granges, Soroptimist Club, women's clubs and 4-H Leaders Association. The members are elected for a 3-year term and may not exceed 2 terms. Since the council is new the same members have remained although the terms are staggered so they will not all expire at once. I work very closely with my Advisory Council and feel that they deserve most of the credit for developing the Extension program in the county.

At the council meeting previous to the program planning meeting, the situation and trends prepared by the specialists are reviewed and copies are given to each member to take home for study. Each council member is asked to survey any women she may contact in her community or organization to find out the task most difficult or most disliked around the home.

An all-day program planning meeting with the State Leader, Council members and the agent follows, to begin developing the program. The Council members report on their surveys. Answers range from menu planning to making hats. Responses are summarized and discussed as to their value for the taxpayer's dollar and available materials from the State office. Situation and trends statements and specialist's program of work are used as guides. Ballots are made up listing four programs selected in the above discussion sessions. The first year they were:

1. Stretching the Family Food Dollar.
2. Making My First Dress.
3. Making the Most of Your Kitchen Storage Space.
4. Furniture Refinishing.

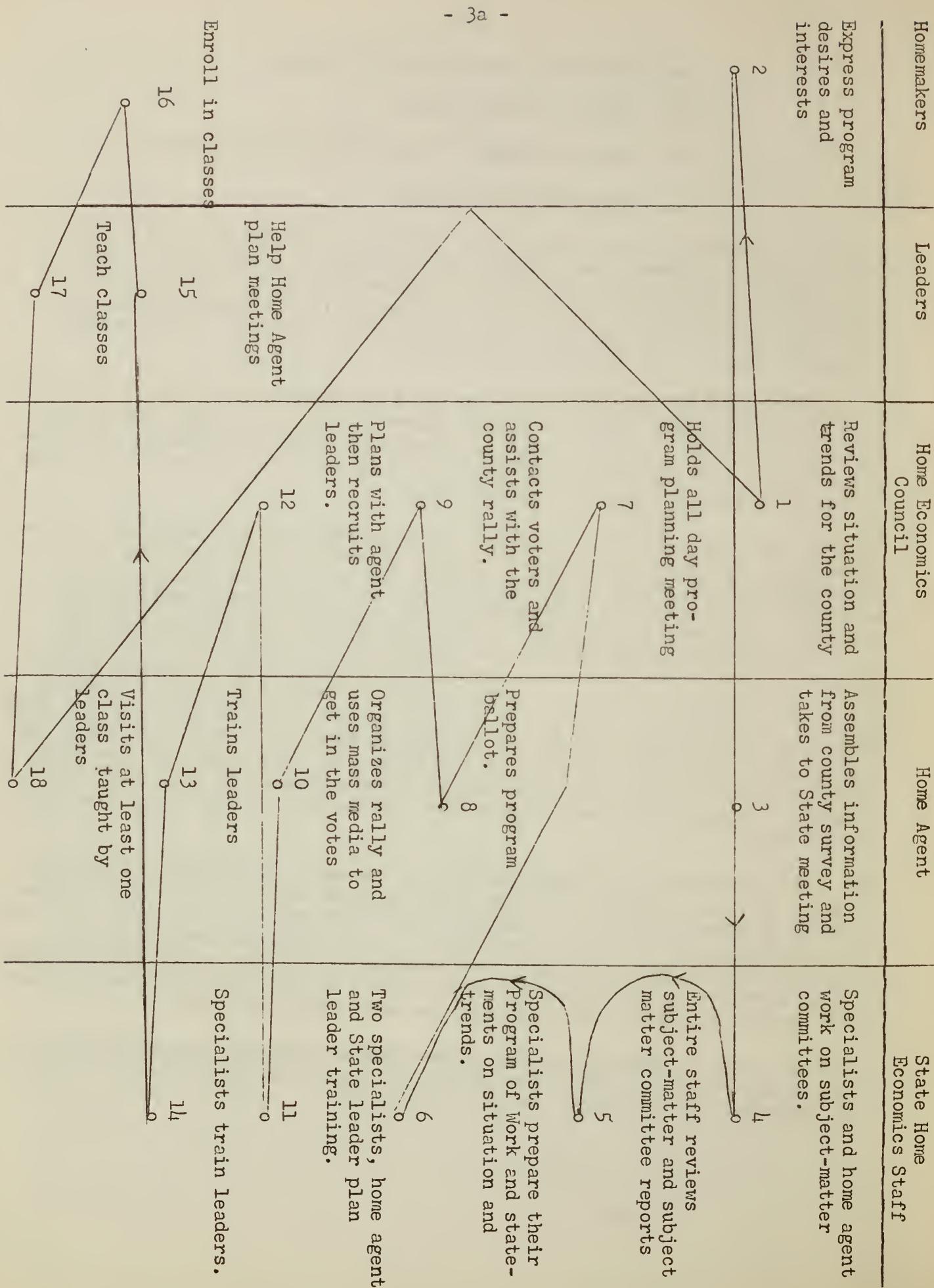
A brief description of each of the four projects and space to sign the homemaker's name and address was included on the ballot. Every Council member was supplied with 25 ballots or more if desired to pass out to homemakers in her area or organizations so they could check two of the four programs she would like most to see stressed. The ballots were returned to the Council member and then to the agent for tabulation.

A rally was held to stimulate interest and help in program planning. The home management specialist spoke on kitchen floor coverings and table setting displays which helped to draw a large attendance at both the afternoon and evening meeting. The ballot was explained and passed out to members of the group and each person was asked to cast his vote.

Announcements were made on the radio, in the newsletter and newspapers to encourage all homemakers to secure a ballot and vote for the year's program. Approximately 400 people helped select the two projects to receive the main emphasis. Stretching the Family Food Dollar and Furniture Refinishing received the most votes. I spent a day at the college discussing plans for leader training meetings with the two specialists concerned and the State leader. All of the classes are conducted by a leader with the specialist or the agent doing the training. Council members assisted greatly in securing leaders and finding meeting places in their areas. Classes were arranged from the check lists on the ballots and homemakers invited to classes in their own community. Others were notified of the classes by mass media and a waiting list was made for those who could not be accommodated until they could be handled. Although only two programs were stressed, we covered each community in the county.

The 1954 program was determined in the same manner. Homemakers and Council members were more familiar with the work and were eager to make suggestions. "Making My First Garment" was selected, with "Furniture Refinishing" and "Menus for All Occasions" tied for second place. Three programs were emphasized since leaders had been trained in refinishing and the foods leaders were willing to continue in the new series of lessons. The same procedure was used in 1955 program planning with three more projects being stressed.

This way of selecting the program of work gives homemakers an opportunity to express their desires before the program is formulated and a chance to choose the programs that are to be stressed that year.



Critique of situation:

1. I try to help the council members and homemakers feel that it is their program. After their wishes are expressed, my role is to guide the program in the right channels so available help may be obtained from the State office; also, to help with the organizational work and training of leaders.
2. I believe the representation and general conception of the responsibility of a council member is quite good. There are representatives from all the townships and leading organizations. This includes people from nearly every phase of county life. One needed addition is a member from a Negro group, although this group has been included in the leader training meetings.
3. We have tried to include the State leader and as many homemakers, council members, and State specialists as possible in program planning. We feel that the more there are who have a hand in program planning, it will automatically enlarge the participation in the entire program.
4. The representation in program planning could be broader -
 - a. More agencies in the county, such as the Board of Welfare, Health, etc., could be included, with the entire county working toward a common goal.
 - b. The agriculture committees are not represented in the program planning meetings. This will be particularly difficult, if we plan to stress the farm and home development program in the future.
5. The council members have helped to reach many county people but they are usually their acquaintances. As more homemakers enroll in classes, the program planning interests will expand. Yet there are many homemakers who have never been reached. A new technique or another supplementary method in program planning could be used to include more homemakers.
6. There were not any long-time goals set up but the program was developed from the immediate desires and interests of the people. These goals may have been achieved but were not designated as such.
7. The specialists work closely with the agents and indirectly with the county people on program planning. The specialist to be involved with the program meets with me, and then the leaders, for training meetings. Perhaps the specialists should be at the program planning meetings to express their views, if their schedules permit.

Plans for Improving Program Planning.

1. We need to know just who our present home economics extension service program is reaching. This will be done by training leaders of the classes to survey their pupils. It will begin with the September classes and continue until May or when the classes finish. This will be done to find out the type of homemakers which are being reached in the leader-conducted classes and the number of meetings attended during the year. It will also show the age, size family, income level, education, type of home, and organizations to which the homemaker belongs. The latter should prove particularly helpful in determining whether organized extension groups are needed by the majority of women in the county. The survey should help show us just which homemakers are being reached and aid in securing women from other untouched areas.

After this survey is completed we may wish to survey in more detail a cross-section of the homemakers reached in the first survey, to help evaluate our present Extension Service program.

2. In order to reach new areas, such as homemakers from a new housing project, we may ask the council members to contact five people they have never met. This may be done by calling on some homemakers explaining the Extension Service program and presenting the program ballot. If the council members prefer, they might invite the women into their homes for coffee and explain the program to them at that time. Both the council members and the leaders are to help obtain new people so they may be involved in the program planning. The problem of involving new people will be presented at the Home Economics Council's program planning meeting and perhaps other new ideas and suggestions for reaching these homemakers will come from them.
3. We shall endeavor to include more county agencies in planning our long-time goals for the program. By sharing responsibilities a stronger program should develop and the goals should be attained more easily. Representatives from these agencies and from the Agriculture Committee will be invited to the program planning meeting.

Salem County Questionnaire

Objective:

1. To find what type of homemaker is being reached in the leader-conducted meetings in the extension classes.
2. To find out the number of meetings attended by the same homemakers during the last two years.
3. To see whether the homemakers being reached need to be a part of an organized group.

Procedure:

1. Train leaders at the last leader training class.
 - a. Present purpose of questionnaire.
 - b. Present procedure of getting homemakers to participate.
 - c. Familiarize leaders with questions.
2. Have all homemakers who enrolled in any extension class during the year fill in the questionnaire.

QUESTIONNAIRE

1. Please check (x) the one which best describes where you live:
 - a. On a farm. (1)
 - b. In country but not a farm. (2)
 - c. In a town or village with less than 2,500. (3)
 - d. In a town or city 2,500 to 10,000. (4)
 - e. In a city 10,000 or more. (5)
2. What is the occupation of the head of your family? _____ (6)
3. If farmer, check the type of farm:
 - a. Dairy (7)
 - b. Specialized vegetable. (8)
 - c. Truck. (9)
 - d. Other (specify) _____ (10)
4. Please check the one which best describes the source of your income:
 - a. All of our income is from farming. (11)
 - b. About half of our income is from farming. (12)
 - c. Less than half of our income is from farming. (13)
 - d. None of our income is from farming. (14)
5. Please check your approximate net annual family income. (This income is after taxes or farm operating expenses or business expenses are paid.)
 - a. Less than \$1,000. (15)
 - b. \$1,000 to \$2,499. (16)
 - c. \$2,500 to \$4,999. (17)
 - d. \$5,000 to \$6,999. (18)
 - e. \$7,000 to \$9,999. (19)
 - f. \$10,000 and over. (20)

6. Please Write in the number of people in each age group living In Your Home at the present time (include yourself, husband, children, relatives, hired help, etc.)

<u>Number</u>	<u>Number</u>
a. Under 5 years of age _____	f. 30 - 39 years _____
b. 5 - 9 years of age _____	g. 40 - 49 years _____
c. 10 - 14 years of age _____	h. 50 - 59 years _____
d. 15 - 19 years of age _____	i. 60 or over _____
e. 20 - 29 years of age _____	

7. If your children are from 10 to 21 years of age, are they in 4-H club work?

8. Please check your own age group:

a. 19 years or under _____	(21)	e. 40 - 49 _____	(25)
b. 20 - 24 years _____	(22)	f. 50 - 59 _____	(26)
c. 25 - 29 years _____	(23)	g. 60 - over _____	(27)
d. 30 - 39 years _____	(24)		

9. What is the highest grade you completed in school? Please check:

a. 1st - 4th grade _____	(28)	e. 1 - 3 yrs college _____	(32)
b. 5th - 8th " _____	(29)	f. College graduate _____	(33)
c. 1 - 3 yrs. High school _____	(30)	(1) Specify degree _____	
d. High school graduate _____	(31)	(2) Special field of training _____	
g. Other training _____			
(1) Specify field of training _____			

10. Do you work for pay? Please check one.

a. No, not at all (35)	
b. Yes, full time away from home (35 hr. a week or more)	(36)
c. Yes, part time away from home (less than 35 hrs. a week)	(37)
d. I earn money at home, such as dressmaking, renting tourist rooms, etc.	(38)

- 11.(a) Please check the organizations to which you belong and have attended during the past two years. (b) Please check your attendance of each organization:

<u>Organization</u>	<u>Regularly</u>	<u>Occasionally</u>	<u>Seldom</u>	<u>Never</u>
a. Church				
b. Sunday School				
c. Church Women's Society				
d. P. T. A.				
e. Women's Club				
f. Grange				
g. Farm Bureau Assoc. Women				
h. Lodges				
i. Others (specify)				

12. During the past two years have you attended any of the following leader-conducted Extension Service classes in your community? If so, please check:

<u>Classes</u>	<u>Name of Leader</u>	<u>Yes</u>	<u>No</u>
a. Beginner sewing			
b. Intermediate sewing			
c. Furniture refinishing			
d. Chair caning			
e. Color and design			
f. Parent education			
g. Menus for all occasions			
h. Others (specify)			

SUMMARY STATEMENT

1. Council members recruit leaders.
2. Leaders teach all classes.
3. Agent taught no classes, just visits at least one class of each leader.
4. Classes once a week for six consecutive weeks.
5. Some leaders taught more than one class during the year.
6. Leaders were not difficult to recruit.
7. Furniture refinishing $2\frac{1}{2}$ years, 61 leaders, 188 classes, 263 attended, refinished 364 pieces in classes.
8. Beginner, first year, sewing, 31 leaders, 53 classes, 151 people.

Month	Class	Leader Training Meetings	Attend- ance	Number of leaders	Leader conducted meetings	Leader Homemakers attendance
<hr/> 1952						
Mar-Oct	Chair caning					
	Family education	4	32	10	39	544
<hr/> 1953						
Nov-Oct	Stretching family food dollar	11	267	48	175	1,567
	Furniture refinishing					
	Chair caning					
	Family education					
<hr/> 1954						
Nov-Oct	Menus for all occasions	20	321	79	325	2,195
	Furniture refinishing					
	Making my first Garment					
	Family education					
	Chair caning					
	Total	<hr/> 35	<hr/> 620	<hr/> 137	<hr/> 439	<hr/> 4,306
<hr/> 1955						
Nov-to present	Making my first garment					
	Intermediate sewing					
	Furniture refinishing					
	Color and design					
	Chair caning					
	Family education					
						Data not tabulated as classes not completed, but present figures show an increase across the board.